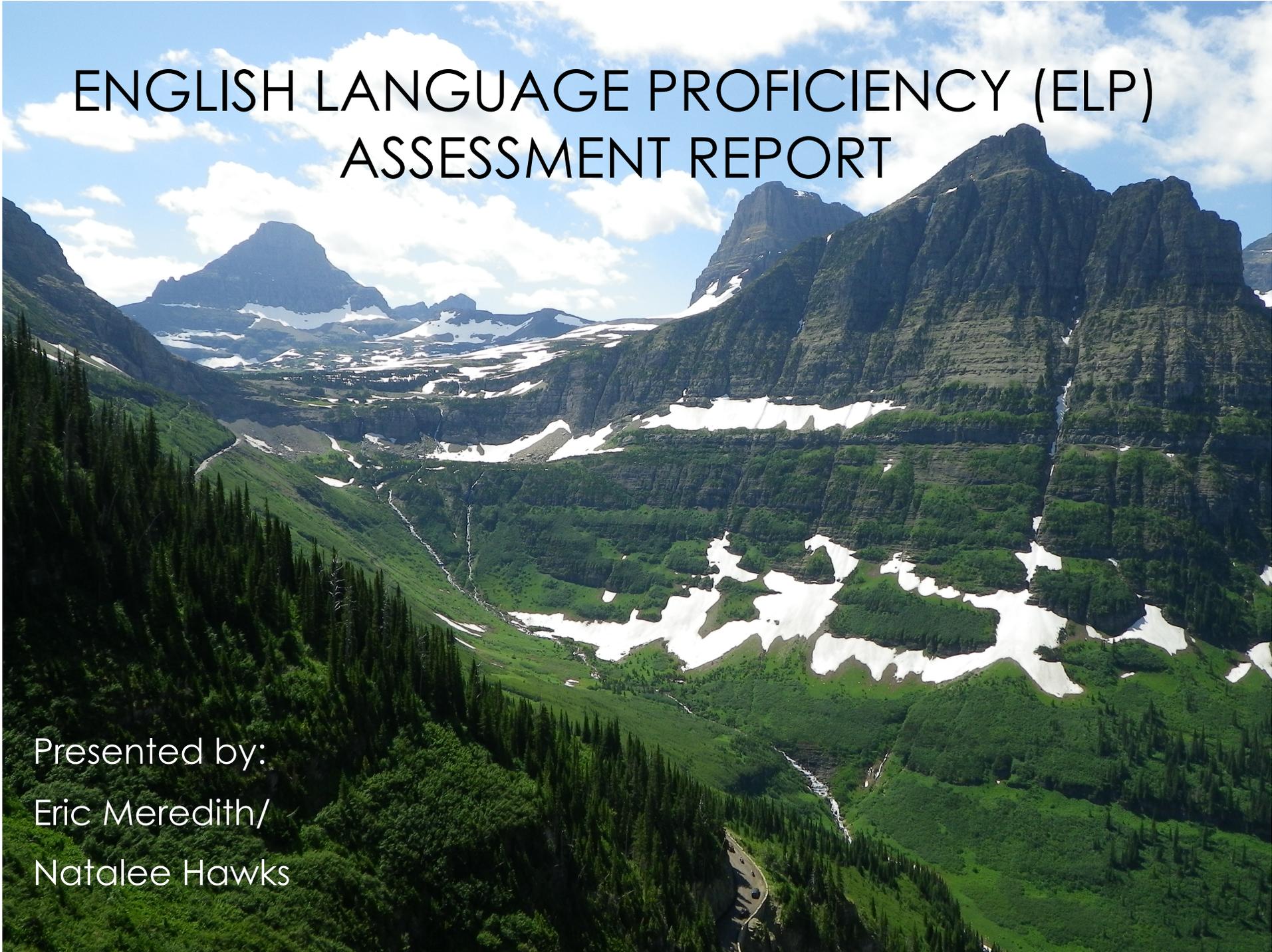


# ENGLISH LANGUAGE PROFICIENCY (ELP) ASSESSMENT REPORT

Presented by:  
Eric Meredith/  
Natalee Hawks



# ELP ASSESSMENT

- ▶ Given to students that fall into one of two categories
  - ▶ Students with English as a 2<sup>nd</sup> language
  - ▶ Students with a language of impact other than English
- ▶ Required of Limited English Proficient (LEP) students by the NCLB and continued requirement in the ESSA (Every Student Succeeds Act)
- ▶ ELP Test (ACCESS) given starting during 2011-2012 school year
  - ▶ Test is given in Dec-Jan (started online version in 2015-2016)
  - ▶ Has the same domains as previous test
  - ▶ Scored on a different scale
- ▶ Previous test (Questar) given during 2007 - 2011 school years
  - ▶ Test was given in Oct-Nov

# ACCESS TEST DOMAINS

- ▶ 4 Different Domains
  - ▶ Speaking
  - ▶ Reading
  - ▶ Listening
  - ▶ Writing
- ▶ 3 additional domains that are combo's.
  - ▶ Oral Language
    - ▶ Listening and Speaking
  - ▶ Literacy
    - ▶ Reading and Writing
  - ▶ Comprehension
    - ▶ Listening and Reading
- ▶ Each domain is scored from 1.0 -6.0
- ▶ Overall Score is scored from 1.0 - 6.0
  - ▶ 15% Listening
  - ▶ 15% Speaking
  - ▶ 35% Reading
  - ▶ 35% Writing

# ACCESS TEST SCORING

- ▶ Scoring Proficiency Levels

- ▶ 1 – Entering
- ▶ 2 – Beginning
- ▶ 3 – Developing
- ▶ 4 – Expanding
- ▶ 5 – Bridging
- ▶ 6 – Reaching

- ▶ Score of 3.2 means the student is “Developing” and scores at the 20<sup>th</sup> percentile of students in the “Developing” proficiency level.

- ▶ Listening and Reading domain scores are capped at 4.0 and 5.0 for the Tier A and Tier B level tests.

# ACCESS TIERS

(TIERS NOT ASSIGNED IN 2016 FOR ONLINE TEST)

## ▶ Tier A

- ▶ Students that are first year test takers and/or no other information is available about the student

## ▶ Tier B

- ▶ Students that have taken the ELP test at least one year or students who school representatives have decided should not take Tier A

## ▶ Tier C

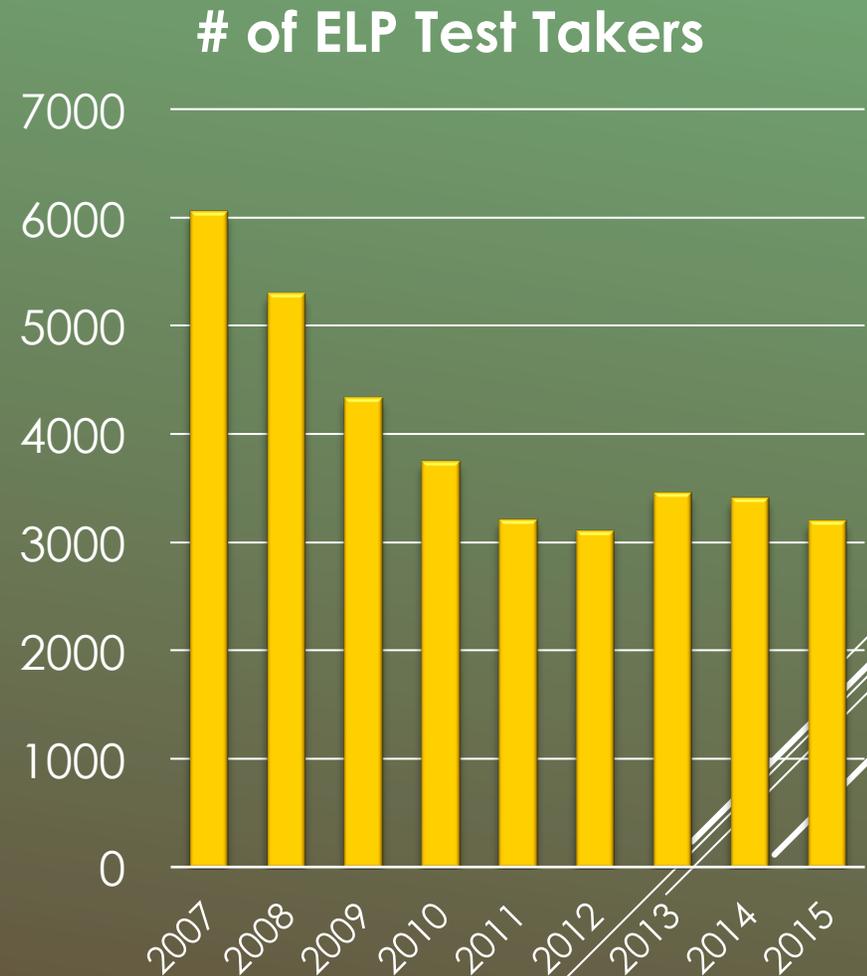
- ▶ Students that achieved a 3.5 or higher score on Total Proficiency on the previous years test

## ▶ Kindergarten

- ▶ Kindergarten students take a test that is specifically designed for Pre-K/K students.
  - ▶ Scored slightly differently than grades 1-12
    - ▶ Instructional Score (K-score)
      - ▶ Used by Teachers to determine how the student is developing in relation to the standards of a Kindergarten student.
    - ▶ Accountability Score
      - ▶ Same as the scoring scale used for grades 1-12
      - ▶ Determines if a student can be exited from the LEP program.

# 2014-2015 ELP Test Takers

- ▶ 3202 Test Takers (9 on Alternate Test)
  - ▶ 67.8% American Indian
  - ▶ 14.8% White
  - ▶ 8.6% Hispanic
  - ▶ 3.7% Asian
  - ▶ 4.9% Other
  
- ▶ 323 Kindergarten
- ▶ 226 Tier A
- ▶ 1291 Tier B
- ▶ 1350 Tier C

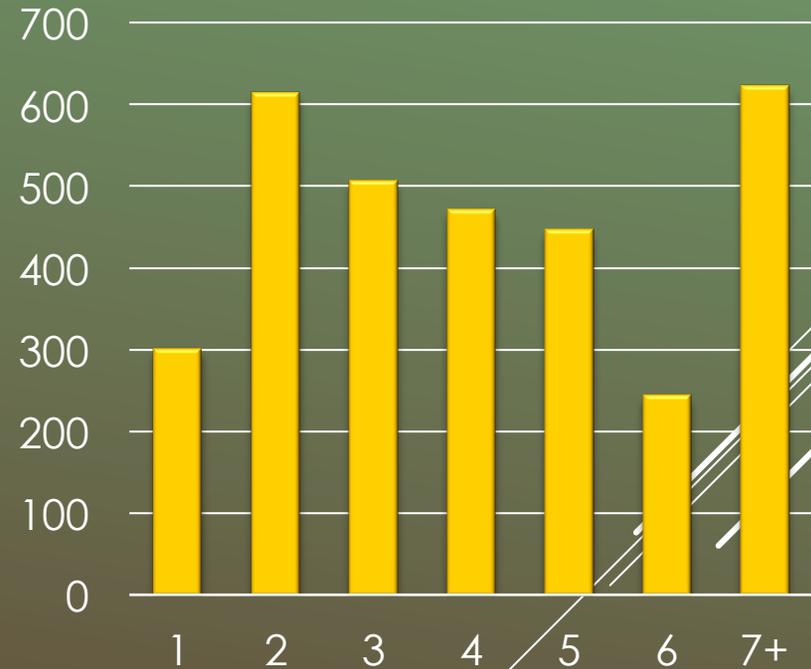
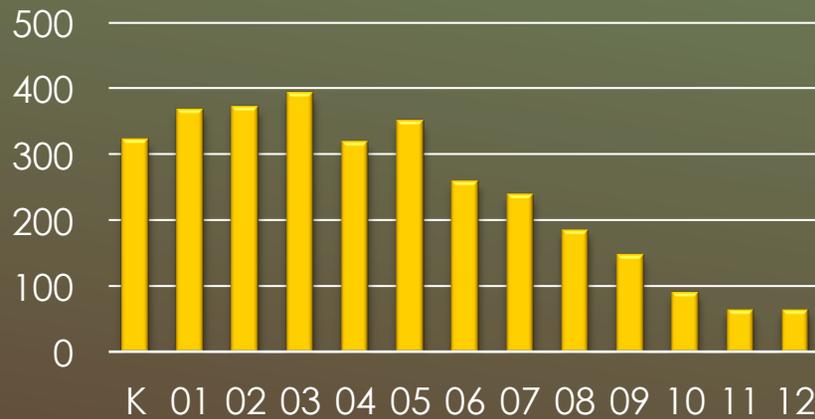


# ELP STUDENT POPULATION

- ▶ Number of students by years being LEP is about as expected.
  - ▶ Surplus of students with 6+ years

## # Students by # of years they have been LEP (2014-2015)

### Number of Students by Grade



# MONTANA DEFINITION OF PROFICIENT

- ▶ Must score at least 4.0 on Literacy and 5.0 on Total Proficiency
- ▶ Input from additional measures of reading, writing, or language development available from school assessments.

# MONTANA PROFICIENCY

- ▶ In 2014-2015 13.84% of students taking the ACCESS test scored as Montana Proficient
  - ▶ 442 students
- ▶ In 2013-2014 14.8% of students taking the ACCESS test scored as Montana Proficient
  - ▶ 503 students
    - ▶ 166 of these students took the test again in 2014-2015 and 104 or 62.7% scored Montana Proficient a 2<sup>nd</sup> time.
- ▶ In 2012-2013 11.3% of students taking the ACCESS test scored as Montana Proficient
  - ▶ 390 students
    - ▶ 185 of these students took the test again in 2013-2014 and 108 or 68.5% scored Montana Proficient a 2<sup>nd</sup> time

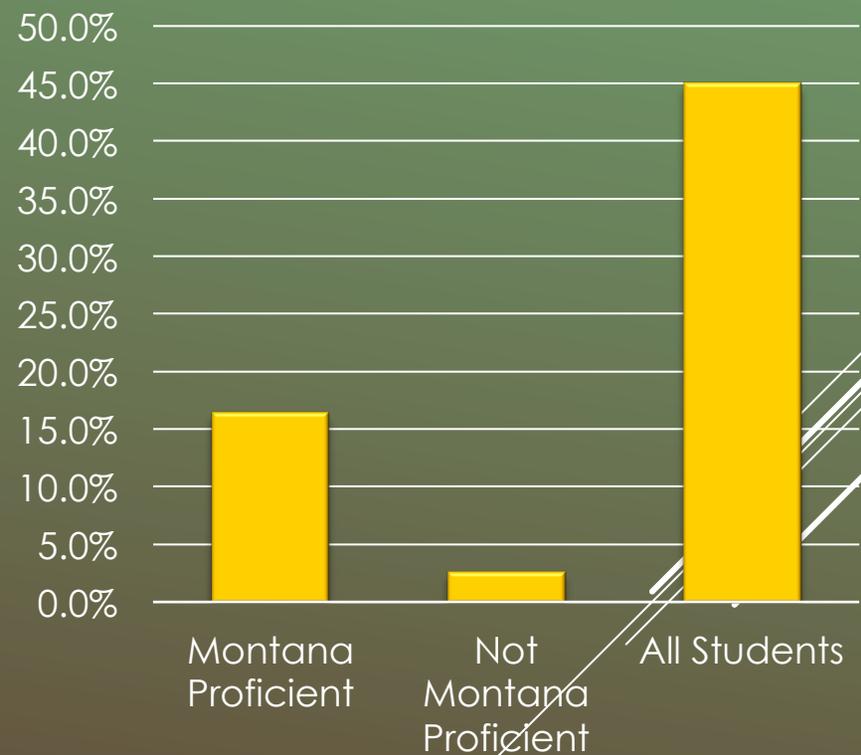
# 2012-2013 ELP TEST TAKERS ON THE CRT

		SBAC Reading Proficiency Level				
		Novice	Near Proficient	Proficient	Advanced	Total
ELP Total Proficiency Level	1.0	28 90%	3 10%	0 0%	0 0%	31
	2.0	134 91%	7 5%	4 3%	2 1%	147
	3.0	401 92%	32 7%	3 1%	0 0%	436
	4.0	335 75%	93 21%	17 4%	1 0%	446
	5.0	138 61%	65 29%	24 11%	1 0%	228
	6.0	2 6%	15 42%	17 47%	2 6%	36
	<b>Total</b>		<b>1038</b>	<b>215</b>	<b>65</b>	<b>6</b>

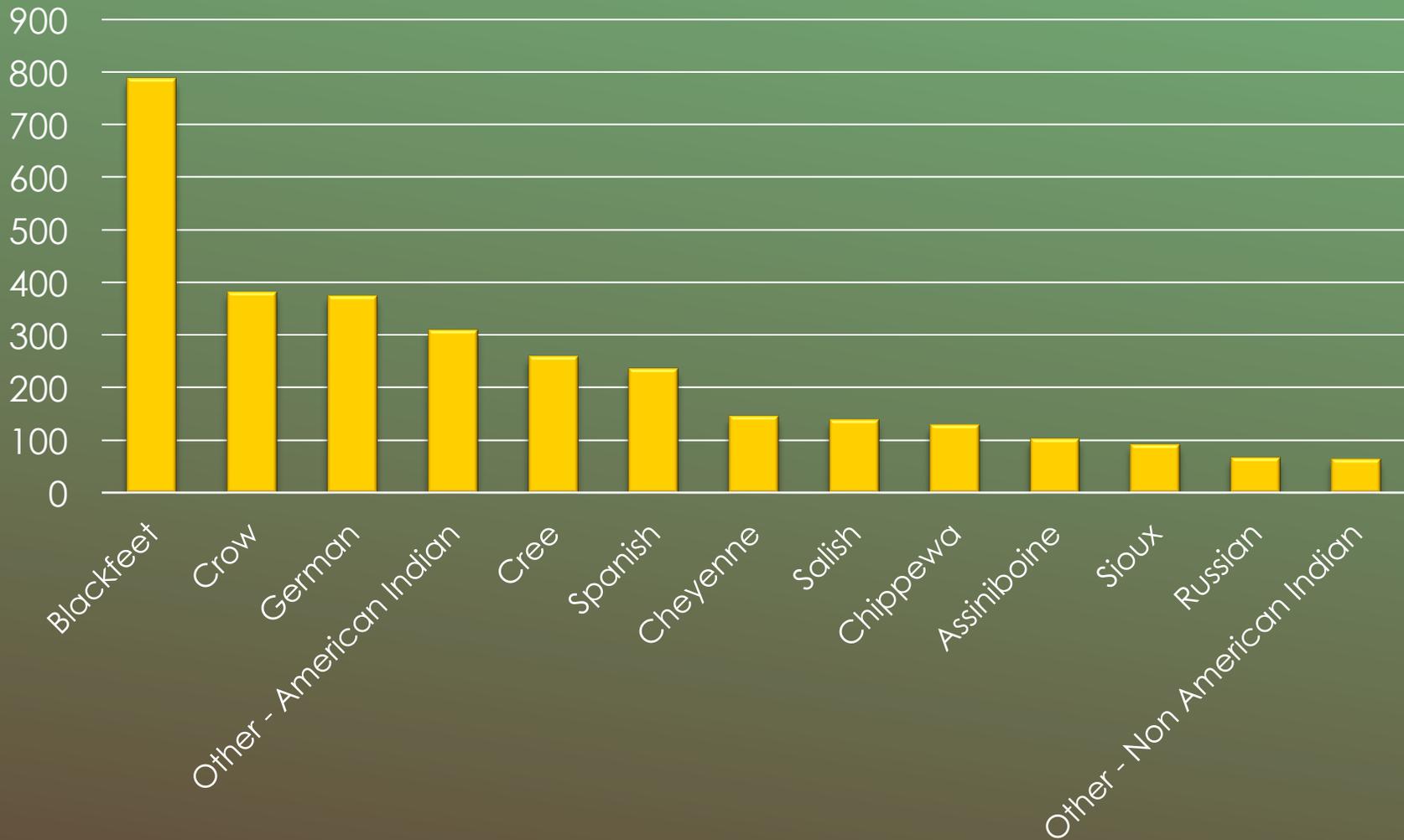
# CRT READING SCORES OF MONTANA PROFICIENT STUDENTS

- ▶ Montana Proficient Students scored better on the SBAC reading assessment.
- ▶ Of the 260 Montana Proficient students that also took the SBAC, 43 of them or 17% scored at least proficient on the SBAC Reading

**% Students Proficient on SBAC Reading**



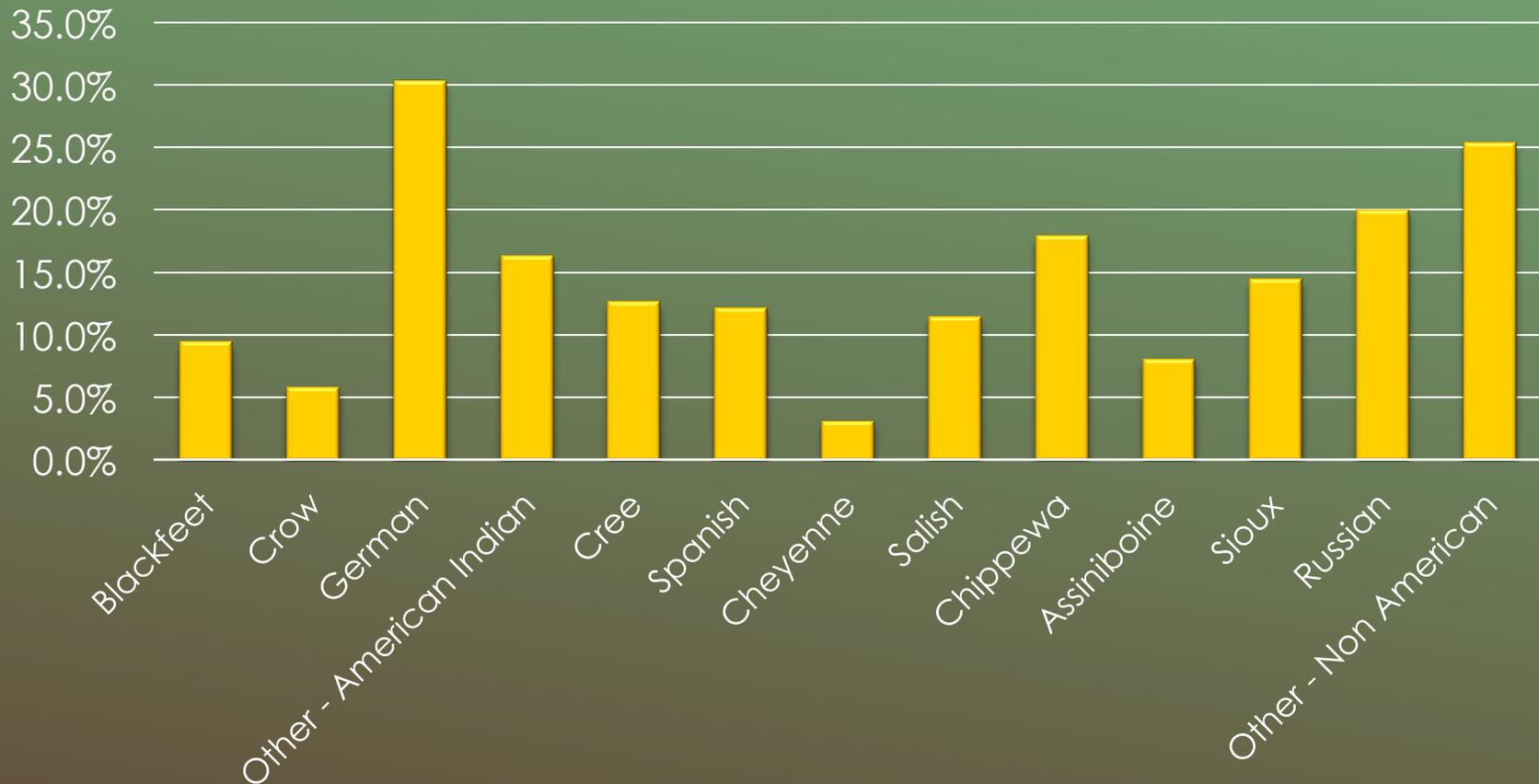
# NUMBER OF STUDENT BY LANGUAGE OF IMPACT



\*Includes all LEP students and only Languages of Impact with 50 or more students

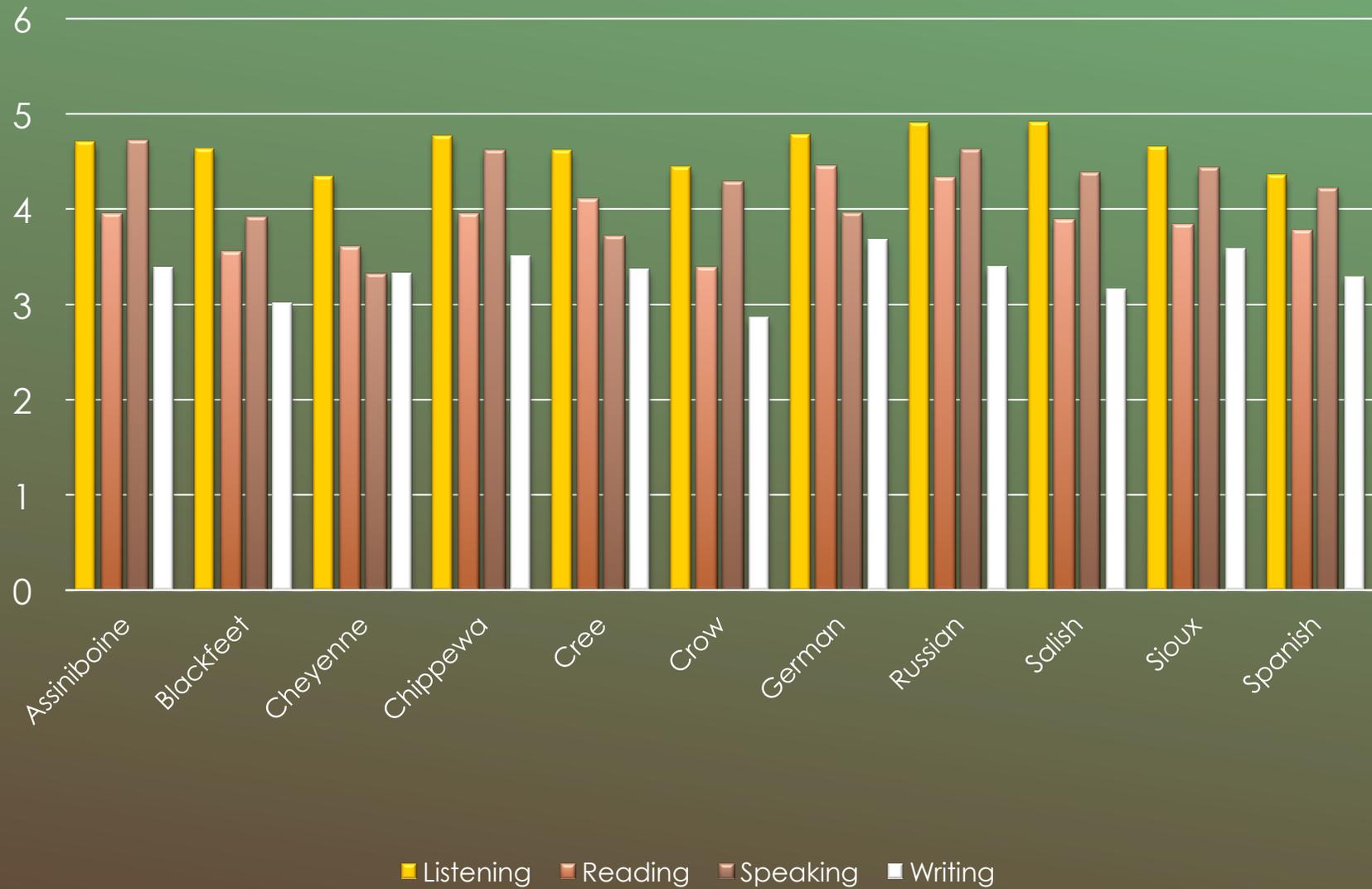
# COMPARING MT PROFICIENCY BY LANGUAGE OF IMPACT

## % Students Scoring MT Proficient



\* Includes only Languages of Impact with 50 or more students\*

# DOMAIN MEANS BY LANGUAGE OF IMPACT



# LEP STUDENT ATTENDANCE RATES

- ▶ 2014-2015
  - ▶ Current LEP Students – 87.2% (157 days present)
  - ▶ Former LEP Students – 88.6% (159 days present)
  - ▶ No LEP Status Students – 93.4% (168 days present)
- ▶ Previous Years data is very similar

# DATA AVAILABLE ON GEMS

- ▶ ELP assessment has a page devoted to only that test.
  - ▶ <http://gems.opi.mt.gov/StudentAchievement/Dashboards/ELP%20Results%20Dashboard/ELPResultsDashboard.aspx>
  - ▶ Also available by going to the OPI [homepage](#) and following the correct links.
- ▶ Ability to look at domain score breakdowns by state, county, school district and school
- ▶ Compare to previous year's results on the ELP assessment

# LOOK AT INDIVIDUAL STUDENT RESULTS!

- ▶ Is the student progressing?
  - ▶ Which areas do they need improvement?
- ▶ Is the student proficient?
  - ▶ Change status to Former LEP
    - ▶ In 2014-2015 442 students tested as Montana Proficient
      - ▶ 145 of those students are currently marked as “Current LEP” in AIM.
      - ▶ 238 are marked as “Former LEP”
      - ▶ 14 are not marked with any LEP status
      - ▶ 43 are no longer attending a public school in Montana
    - ▶ 77 Students that were Montana Proficient in 2014-2015 have tested Montana Proficient at least 3 times, with some of them up to 8 times.

# OPI Supports for Instruction of ELs

## EL Annual Review documents

-provides a structure for schools to determine if students should exit based on MT exit criteria

## English Language Learner Plans (ELLP)

-provides a structure for teachers and specialists to plan for EL instruction based on ACCESS data and classroom information

[http://opi.mt.gov/Programs/IndianEd/index.html?gpm=1\\_5](http://opi.mt.gov/Programs/IndianEd/index.html?gpm=1_5)

# CHANGES TO LEP INFORMATION IN AIM

**Cash, Johnny**  
 Grade: 06 #18 DOB: 07/21/2003 Gender: M

Credit Summary Assessment Behavior Graduation AdHoc Letters Records Transfer

Summary Enrollments Schedule Attendance Flags Grades Transcript

Person Summary Report Person Summary Report w/ Picture Print Mailing Label Print Envelope

**Person Information**

PersonID: 1104  
 Name: Cash, Johnny Nickname: [Redacted]  
 Gender: M Race Ethnicity: [Redacted] State Race/Ethnicity: [Redacted] No Image Available  
 Federal Designation: 6: White  
 Race(s): White  
 Hispanic/Latino: N: No  
 Race/Ethnicity Determination: [Redacted]

Birth Date (Age: 11): 07/21/2003  
 Student Number: 18 State ID: 957689772  
 Person GUID: C9771FAC-A2DF-48E2-9BD9-96C0C4EAF03  
 Comments: [Redacted]

- Modified by: Administrator, System 07/21/2014 11:46

Household **Secondary				
Name	Relationship	Enrollment (grade)	Phone(s)	Email

# ENTERING A NEW LEP STUDENT

Year  School  Calendar

Index Search Help <

**Cash, Johnny**  
Grade: 06 #18 DOB: 07/21/2003 Gender: M

LEP LEP Assessments LEP Services LEP Accommodations

System Administrator

▼ Student Information

General

▼ Program Participation

LEP

▶ Health

Medicaid

▶ Special Ed

Student Locator

▶ Reports

▶ Instruction

▶ Census

▶ Behavior

▶ Health

▶ Attendance

▶ Scheduling

▶ Grading & Standards

▶ Programs

**Active LEP Record**

\*Program Status

Identified Date

Expected Exit Date

Program Exit Date

Parent Notified

Parent Declined

**Census Information**

**\*\*To update read only fields, please go to Census->People->Identities**

Home Primary Language: Required Data Not Available

Language of Impact: Required Data Not Available

First Entered US School: No Data Available

Message from webpage

 Home Primary Language must be added to Census for Johnny Cash before LEP records can be added.

OK

- ▶ Must enter in Home Primary Language first. LEP data is found in "Program Participation"

# ENTERING A NEW LEP STUDENT

Year 14-15 School All Schools Calendar All Calendars

Index Search Help <

**Cash, Johnny**  
Grade: 06 #18 DOB: 07/21/2003 Gender: M

Enrollments District Employment District Assignments Credentials

**Demographics** Identities Households Relationships

Save Delete Person Summary Report Demographics Data

**Person Information**

PersonID 1104

\*Last Name Cash \*First Name Johnny Middle Name Suffix

\*Gender Male \*Birth Date (Age: 11) 07/21/2003 Soc Sec Number

No Image Available

**Race/Ethnicity (Edit)**

State Race/Ethnicity:

Federal Designation: 6:White

Race(s): White

Hispanic/Latino: N:No

Race/Ethnicity Determination:

Date Entered US Date Entered US School

Date Entered State School

Home Primary Language

Language of Impact

Nickname

Comments Upload Picture

- Modified by: Administrator, System 07/21/2014 11:56

System Administrator

- Student Information
- Instruction
- Census
  - People**
  - Households
  - Addresses
  - Add Person
  - Add Household
  - Add Address
  - Staff Locator
  - Census Wizard
    - Tools
    - Reports
- Behavior
- Health
- Attendance
- Scheduling
- Grading & Standards
- Programs
- Ad Hoc Reporting
- User Communication
- Assessment
- System Administration

▶ Enter in Home Primary Language and Language of Impact

▶ Found in "People" and "Demographics"

# ENTERING A NEW LEP STUDENT

Year 14-15 School All Schools Calendar All Calendars

Index Search Help <

**Cash, Johnny**  
Grade: 06 #18 DOB: 07/21/2003 Gender: M

LEP LEP Assessments LEP Services LEP Accommodations

Save Delete

**Active LEP Record**

\*Program Status LEP

Identified Date 10/05/2012

Expected Exit Date

Program Exit Date

First Year Monitoring:  
Second Year Monitoring:

Parent Notified

Parent Declined

Comments

- Modified by: Administrator, System 07/21/2014 12:02

**Census Information**  
**\*\*To update read only fields, please go to Census->People->Identities**

Home Primary Language: eng: English  
Language of Impact 06: Chinese  
First Entered US School: No Data Available

- ▶ Enter LEP status
- ▶ Enter Identified Date
- ▶ Other information is optional

# EXITING AN LEP STUDENT

Year 14-15 School All Schools Calendar All Calendars

Index Search Help <

**Cash, Johnny**  
Grade: 06 #18 DOB: 07/21/2003 Gender: M

LEP LEP Assessments LEP Services LEP Accommodations

Save Delete

**Active LEP Record**  
\*Program Status: Exited LEP [Re-Enter]  
Identified Date: 10/05/2012  
Expected Exit Date:   
Program Exit Date: 1/14/2013  
First Year Monitoring:  
Second Year Monitoring:  
Parent Notified:   
Parent Declined:   
Comments:  
- Modified by: Administrator, System 07/21/2014 12:02

**Census Information**  
**\*\*To update read only fields, please go to Census->People->Identities**  
Home Primary Language: eng: English  
Language of Impact: 06: Chinese  
First Entered US School: No Data Available

Enter in new LEP status  
Enter Program Exit Date  
Monitoring dates populate automatically  
To Re-enter a student as LEP  
OPI is working on entering statewide LEP Assessment data

# TITLE III TRACKING CHANGE

Year  School  Calendar

Index Search Help <

**Cash, Johnny**  
Grade: 06 #18 DOB: 07/21/2003 Gender: M

LEP LEP Assessments **LEP Services** LEP Accommodations

+ New Print Service History

LEP Services		
Service Type	Start Date	End Date
01: Title III	08/27/2012	06/05/2013

- ▶ Title III no longer needs to be tracked in AIM
  - ▶ **State will assume all LEP students at a Title III school are Title III for reporting purposes.**
- ▶ Schools should still track exactly which students benefit from Title III funds in case they are audited. This does not need to be in Infinite Campus

# CONCLUSIONS

- ▶ Look at both your school wide and individual ELP test results. Yvonne Field is presenting on the score reports at 2:30.
- ▶ Remember to make changes for LEP students in AIM.
  - ▶ New LEP Students
  - ▶ Dates
  - ▶ Former LEP students
- ▶ ACCESS test
  - ▶ Is more indicative that a student is Former LEP.
    - ▶ CRT Results back up this claim
- ▶ Different races/languages of impact have different hurdles.
- ▶ ELP Data is available on the GEMS website.

# Teaching and Assessing English Learners Online Spring Class

Registration is open at: <http://learninghub.mrooms.net/>

Class starts Feb. 1<sup>st</sup> and runs through March 21<sup>st</sup>

Available for 30 CEUs or 2 grad credits at UM for a fee of \$125

## Course Objectives:

- demonstrate a greater understanding of who Limited English Proficient students are and what academic and interpersonal English is and the difference between the two;
- utilize the English Language Development standards and the Can-Do Descriptors to effectively plan content-area lessons focused on the development of academic English language skills for LEP students;
- demonstrate familiarity with the WIDA assessment tools adopted for use by the state of Montana in order to diagnose academic language and literacy skills and plan for effective instruction;
- describe classroom practices that facilitate access to curriculum in all content areas for students with Limited English Proficiency, from both a legal and an educational perspective.



Eric Meredith  
OPI Data Analyst  
[emeredith@mt.gov](mailto:emeredith@mt.gov)  
(406) 444-3642

EL Instruction/Title III  
Natalee Hawks  
[nhawks@mt.gov](mailto:nhawks@mt.gov)  
406-444-3482